

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Anthony Wallace Morey

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wealthy Elementary School

(As it should appear in the official records)

School Mailing Address 1961 Lake Drive, SE

(If address is P.O. Box, also include street address.)

City Grand Rapids State MI Zip Code+4 (9 digits total) 49506-3045

County Kent State School Code Number\* 04409

Telephone 616-235-7550 Fax 616-235-3918

Web site/URL http://wealthy.egrps.org/ E-mail AMorey@egrps.org

Twitter Handle

https://twitter.com/princi

palmorey

Facebook Page \_\_\_\_\_

Google+ \_\_\_\_\_

Other Social Media

Link

Blog http://us6.campaign-  
archive1.com/home/?u=ee7633efd598efeca15d2da5

https://vimeo.com/user1

YouTube/URL \_\_\_\_\_ 0&id=72d30fda02

0269455

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. Sara Shubel

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: SShubel@egrps.org

Other)

District Name East Grand Rapids Public Schools Tel. 616-235-3535

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Michelle Rabideau

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade          | # of Males | # of Females | Grade Total |
|----------------|------------|--------------|-------------|
| PreK           | 0          | 0            | 0           |
| K              | 27         | 34           | 61          |
| 1              | 24         | 38           | 62          |
| 2              | 38         | 30           | 68          |
| 3              | 30         | 32           | 62          |
| 4              | 44         | 37           | 81          |
| 5              | 30         | 42           | 72          |
| 6              | 0          | 0            | 0           |
| 7              | 0          | 0            | 0           |
| 8              | 0          | 0            | 0           |
| 9              | 0          | 0            | 0           |
| 10             | 0          | 0            | 0           |
| 11             | 0          | 0            | 0           |
| 12             | 0          | 0            | 0           |
| Total Students | 193        | 213          | 406         |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 3 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 89 % White
  - 5 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 0%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| Steps For Determining Mobility Rate  | Answer |
|--|--------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year   | 1      |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year | 1      |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 2      |
| (4) Total number of students in the school as of October 1   | 406    |
| (5) Total transferred students in row (3) divided by total students in row (4)                                       | 0.005  |
| (6) Amount in row (5) multiplied by 100  | 0      |

7. English Language Learners (ELL) in the school: 1 %  
6 Total number ELL  
 Number of non-English languages represented: 4  
 Specify non-English languages: Punjabi, Croatian, Uzbek, Polish
8. Students eligible for free/reduced-priced meals: 5 %  
 Total number students who qualify: 20

#### Information for Public Schools Only - Data Provided by the State

The state has reported that 11 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 4 %  
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

|                                |  |
|--------------------------------|--|
| <u>1</u> Autism                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness        | <u>2</u> Specific Learning Disability          |
| <u>1</u> Emotional Disturbance | <u>13</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

|  | Number of Staff |
|--|-----------------|
| Administrators   | 1               |
| Classroom teachers   | 18              |
| Resource teachers/specialists<br>e.g., reading, math, science, special<br>education, enrichment, technology,<br>art, music, physical education, etc.   | 5               |
| Paraprofessionals  | 1               |
| Student support personnel<br>e.g., guidance counselors, behavior<br>interventionists, mental/physical<br>health service providers,<br>psychologists, family engagement<br>liaisons, career/college attainment<br>coaches, etc. | 2               |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 97%       | 97%       | 96%       | 90%       | 91%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| Graduating class size                         | 0  |
| Enrolled in a 4-year college or university    | 0% |
| Enrolled in a community college               | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment                              | 0% |
| Joined the military or other public service   | 0% |
| Other   | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To provide an exceptional education for every student so that they may pursue their dreams, maximize their potential, and positively contribute to the world.

## PART III – SUMMARY

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Wealthy Elementary School, one of three elementary schools in East Grand Rapids Public Schools, serves students in grades K-5. The City of East Grand Rapids is a small suburb of Grand Rapids, Michigan and the district serves approximately 3000 students in grades K-12. Our school and district have a rich history marked by high levels of community support and engagement. Families choose to live in East Grand Rapids primarily for the high quality schools, its close proximity to the core city, and because it is a walking community with a small but vibrant business district which includes shops, restaurants, and parks located next to Reeds Lake. While the Grand Rapids area has many suburban communities with quality school systems, none have the unique assortment of attributes that make the tiny 3.5 square mile East Grand Rapids such an attractive place to raise a family. As a traditional public school, Wealthy Elementary serves primarily resident students. However, each year our building enrolls a number of non-resident children through our county's Schools of Choice program. Other than wanting to attend Wealthy Elementary School, there are no entry criteria for students attending through that program and since more apply than space exists, students are chosen at random through a lottery process.

Wealthy Elementary School's present building was constructed in 1926 and served as the district's high school until 1963 when it transitioned into an elementary school. The original Wealthy Elementary School was built in the late 1800's and was located on Wealthy Street, immediately next door to our current location. While the original building transitioned to other uses in 1963, our school continues to bear the street's name as it has since the 1800's. Wealthy was the surname of an early Grand Rapids family, and the street that bears the name transverses many communities and has a rich and unique history of its own. The East Grand Rapids community admires our current building for its large classrooms, beautifully accented three story facade, and its unique features including a 900 seat auditorium and four lane swimming pool. While many communities have abandoned older buildings due to maintenance costs, East Grand Rapids residents have continually voted to invest in mechanical upgrades to keep the historical building safe and operational for future generations. The grounds are surrounded by residential housing, and many trees well over 100 years old dot the landscape.

As East Grand Rapids was home to President Ford, Wealthy Elementary School served as President and Betty Ford's polling station for many years, including the 1976 Presidential Election. To honor our nation's bicentennial anniversary that year, our school hung a twenty by fifty foot American revolutionary flag across Pioneer Auditorium's stage (where voting took place).

As a small community, students walk to school on all but the coldest or rainiest days. On any given morning, more than 100 parents, mostly of kindergarten and first grade children, walk to school with their children. This daily togetherness of so many families develops strong community bonds, and many young parents form life-long friendships in our kindergarten hallway. Teachers also grow very close and connected with their families through this increased daily interaction, and as a result, parent communication and volunteerism is very high. Parents in East Grand Rapids generally have high educational attainment levels and maintain high standards for their children and the schools alike. The district's motto, "A Tradition of Excellence," isn't simply an empty slogan but a reflection of the countless programs that create opportunities for our youth. Likewise, excellence is the standard by which all outcomes are targeted for and measured against. For example, Wealthy Elementary School is proud of its 23 year history of Spanish language instruction for all elementary school students and its 41 year history of hosting a spring choral music concert called Melodies in March. These two examples highlight our commitment to educating and nurturing the whole child beyond just the core academic areas. Wealthy Elementary School and our district as a whole recognize and value the arts as an integral part of each student's school experience. This view of how students grow and learn underpins our values and is reflected in everything we strive to accomplish. We maintain three recesses per day because we fundamentally believe that "play is the work of kids" and that students build essential interpersonal capacities during these less structured times. Not only does recess support social development, but we also know that it improves academic outcomes as well. Collectively, these are but a few features we value as a school community.

Wealthy Elementary School is driven by the core belief that all children can learn and that our programs should be adaptable and flexible to their learning needs. We trumpet differentiated instruction as the overarching key to our success. Through ensuring that our reading and math instruction gathers accurate student achievement data, teachers are empowered to plan instruction around both the immediate and long-term learning needs of students. This ongoing philosophy is essential to our multi-year track record of student success on state standardized assessments in not only reading and math but also in writing, social studies, and science. Michigan's Top-to-Bottom ranking is a measure of school performance that ranks all schools using a formula that combines overall achievement in each tested area as well as individual changes in student performance over time. Wealthy Elementary School has ranked at the 99th, 98th, and 99th percentile of all Michigan schools on the Top-to-Bottom list during the last three years respectively. While we are proud of these results, we recognize it is just one small part of educating the whole child.

Finally, Wealthy Elementary School strives to maintain a climate and culture based on our TEAM expectations. Our TEAM values, developed through our PBIS initiative, reflect our hope for developing and maintaining a positive school climate and culture. A positive climate is an intangible that is difficult to quantify in student achievement data. Wealthy Elementary School strongly believes that school should be a place filled with fun, joy, and safe challenges whereby all children can explore and grow. We are proud of our positive atmosphere which is reflected in how our staff take time to participate in our Variety Show, the many end-of-the-year celebrations and videos, Spirit Week activities, and numerous service learning projects. Collectively, these are but a few examples that represent our hope to capture kids' hearts and imaginations and to instill within them the endless possibilities of learning and the importance of good character.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Our district has a strong network of curriculum committees that meet regularly to effectively implement new curriculum, update and enhance resources for ongoing programs, and promote a continuous dialogue around best practices. Wealthy Elementary School's core curriculum is aligned to all Michigan State Standards and the Common Core standards. The district utilizes Implementation Teams for each core subject area to make sure there is logical, horizontal and vertical articulation throughout grade levels and across the district. Wealthy Elementary School participates in each of these committees with representatives reporting back and collaborating with each grade-level team and the School Improvement Team. As a result of this work, teachers implement a clearly defined and aligned curriculum.

We recognize that students must have strong foundational literacy skills to be successful in school and in life. To support students' literacy development, our school has adopted the Lucy Calkins Units of Study and the Fountas and Pinnell Continuum of Literacy Learning as cornerstones of our English/Language Arts curriculum. Guided reading and a balanced literacy approach are the umbrella under which teachers plan instruction to meet the wide range of student needs in their individual classrooms.

Our district has trained and empowered Writing Coaches that have received specialized training related to the Lucy Calkins' Units of Study, at Teacher's College at Columbia University in New York City. Wealthy Elementary School's Writing Coach was at the leading edge of this initiative and has been a leader in educating, updating, and mentoring teachers as we continue to implement the Writer's Workshop model. After three years of implementing the Units of Study, clear momentum is building at all grade levels in Narrative, Informational, and Opinion writing. Beyond these main strands, writing instruction also includes additional grade level topic areas such as Poetry, Literary Essay, and How To writing. The overarching focus of these efforts is to provide clear and systematic writing instruction so that students can show growth in each category of writing across grade levels.

In the area of mathematics, our building has adopted a model of instruction based on flexible grouping of students within and across grade levels. In 2015 we are a pilot school for the newly updated 2016 Go Math program. As with any new program, there are both challenges and opportunities in the early phases of implementation. Teachers have worked diligently to integrate multi-step word problems, writing to explain math thinking, and real-world application into their math instruction. Our ongoing goal is to ensure that students can think deeply about math concepts and not merely learn algorithms. This new program has challenged us in this regard and continues to require us to work deliberately to ensure that students are achieving the outcomes we desire. Wealthy Elementary School teachers have worked collaboratively as a staff to dialogue about instructional practices and our staff has formed Professional Learning Communities with grade level teachers across the district to collaboratively plan and implement Go Math within the framework of the Common Core Curriculum.

Our core science instructional materials were developed by the Battle Creek Area Mathematics and Science Center which base their lessons and professional development on the STEM philosophy. We began our initial implementation and staff development training in 2009 after searching for materials that emphasize an inquiry based approach to science learning. A fundamental approach to our science instruction is for our students to be scientists. Through hands-on activities in every unit at all grade levels, students are required to think, explore, and explain how they are forming their understanding of the concepts they are researching. Additionally, our district collaborates with the nationally renowned Van Andel Institute, whose mission is basic medical research. For the past several years we have received training and materials from the Van Andel Institute's education arm on how to integrate their model of scientific practice (known as QPOE2) into our science instruction. This collaboration extends through all levels, including in our high school, thus providing extensive opportunities for students.

Social Studies education at Wealthy Elementary School prepares students to be informed and responsible citizens of our democratic society, our world, and our global community. Students in grades kindergarten through fifth grade utilize a variety of instructional methods and materials including the Social Studies Alive and TCI Academy resources to support their growth and development. Students participate in large group simulations, use interactive notebooks, visit local government institutions and historical treasures, and engage in technology components to enhance their learning. In addition, our social studies curriculum integrates the Cross Cultural Competencies (CCC) into each grade's curriculum. These CCCs involve teaching with a multicultural mindset and raising awareness of and appreciation for diversity.

## **2. Other Curriculum Areas:**

Wealthy Elementary School believes that the whole-child should be nurtured, therefore our basic program extends beyond just the core subject areas. Students receive regular instruction in art, music, and physical education which meet once a week in a half-day block. Students rotate between each teacher and the longer sessions provide opportunities for in-depth instruction. Students also receive Spanish instruction four times a week for 20 minutes per session.

Spanish language instruction is a strong emphasis at Wealthy Elementary School. We believe that competence in more than one language and culture allows our students to be better communicators, act with greater awareness, and participate more fully in a global society. Students enjoy the fast-paced instruction that incorporates music, movement, and technology. Spanish language instruction begins in kindergarten and continues through high school. Our program focuses on immersing students in Spanish language and culture early and often. Our curriculum spirals from grade-to-grade and students have great success with this model.

Our art curriculum has been designed to teach a range of art skills and to reinforce the core curriculum. Students explore a variety of techniques in drawing, painting, sculpting, pottery, and printmaking. Each year, the difficulty and technical skill builds on prior learning so that by the end of fifth grade our students are able to transition into more rigorous middle school art classes. The art curriculum is structured around core math, social studies, and science concepts based on grade level expectations. For example, the fourth grade study of artist Georgia O'Keefe is designed to enhance the fourth grade science study of bones. The third grade unit on locally known artists is designed to fit with their social studies work on community. Geometry, patterning, and other math concepts are reinforced in art class at all grade levels.

Students at Wealthy Elementary School are able to participate in Art Club. Students are frequently asked to display work at our local library, at our school foundation's events, and are included in prop/set design for our school musical. Each spring, our fifth grade students showcase their work in a district-wide art show. Students have also been invited to participate with visiting artists to create permanent artwork that benefits the entire school community.

Our music curriculum has been designed to enrich students' lives through comprehensive music education. We nurture the development of musical talents, skills, and knowledge by offering choral and instrumental instruction and opportunities to foster music appreciation within our students. Through a variety of performance and learning opportunities, we emphasize teamwork, growth in self-esteem, community responsibility, respect for all cultures, and a life-long recognition of the intrinsic worth of music in the human experience. Therefore, every student must experience a balanced, sequential program of music education that develops and embraces musical expression and literacy. Students in fourth and fifth grade are able to participate in choir which meets once a week before school. These students perform at many of our school assemblies and community outreach programs throughout the year as well as our district-wide concert, Melodies in March.

Our physical education curriculum is designed to develop students' skills, knowledge, attitudes, and behaviors that promote a healthy level of physical fitness, leading to a commitment to consistent, lifelong participation in physical activity. Physical activities are performed in an active, supportive and non-threatening atmosphere. All students, regardless of physical ability, are challenged to achieve success through a spirit of cooperation, sportsmanship, and respect for one's self and others. Philosophically, a

sequential physical education program is essential in developing a student's physical, social, intellectual, and personal well-being. We believe that the student who is sound in body and mind is better prepared to deal with the physical and mental stresses inherent in today's society. Further, we believe it is essential that the physical education program assists students in making the connection between classroom learning and participation in active, healthy lifestyles.

In summary, our curricula in art, music, physical education, and Spanish supports the whole child and allows students to use and strengthen their thinking and interpersonal skills in different and unique ways. We have these curricula as an essential component to our students' success.

### **3. Instructional Methods and Interventions:**

Differentiation is key to ensuring that all students are successful. Within each classroom, guided reading takes place through a centers-based model at the lower elementary level and within literary circles at the upper grades. Mathematics is also taught in small groups which allows for differentiation for both students who struggle and those students who require more challenging material. Flexible grouping is key to the success of this model, and is driven by both pre-assessment and post-assessment as well ongoing informal observation and reading records. Children are able to learn at their individualized levels and progress at their own pace with targeted instruction to meet their needs.

Wealthy Elementary uses a Multi-tiered System of Supports (MTSS) to ensure that each child's individual needs are being met. Students are identified by district assessment data, teacher input, and classroom performance as needing support within the curriculum or as requiring accommodations or interventions. The Child Study Team (CST) meets weekly to manage the MTSS process, review student needs, plan and monitor individualized interventions, and foster productive and ongoing communications between all stakeholders. Frequently, interventions recommended by the Child Study Team include reading support, Leveled Literacy Instruction, and targeted math interventions. While these examples highlight common interventions within our school, the team does not hesitate to develop new approaches when deemed necessary. Collectively, these processes work to ensure that no students "fall through the cracks."

Instructional methods incorporating the vast variety of technology tools available is an area of strength for students and staff. Students have a vast array of devices at their disposal including iPads, Chromebooks, Pro Scopes, and SMART Interactive White Boards. Third through fifth grade students are 1:1 with devices that teachers have been trained to seamlessly weave into the curriculum. Math lessons are supported with online curriculum tools that facilitate lessons that can be adapted to meet each student's individual needs. Students also use IXL, an online tutorial and practice platform, to help enhance the current math curriculum. This online resource gives students the opportunity for additional skill practice at their level. Students utilize Google Apps which allow for collaboration on projects. Many classrooms have SMART Boards which allow for interactive whole or small group activities in all areas of the curriculum. Teachers work to bring gaming into the classroom which makes the curriculum more engaging for all students; in particular those who struggle with traditional teaching methods. Review activities using the online tools Kahoot or Quizlet allow educators to check student knowledge in a manner that is not high stakes or anxiety inducing, but instead encourages students to show what they know while enjoying learning.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Wealthy Elementary School students have consistently performed well on the Michigan Educational Assessment Program (MEAP) in math, reading, writing, and social studies, and science. We are proud of two specific trends easily discernable in our data. It is important to note that each of these trends should be considered in light of the fact that state proficiency cut scores were significantly increased during the 2010-2011 school year.

Our continued high performance in reading over time is attributable to our ongoing professional development focused on a balanced literacy approach and guided reading instruction. Investments in research-based interventions and increased access to reading support from a Reading Specialist for students in the upper grades have also supported increased achievement over time for our at-risk students. These targeted efforts supplement and support the high quality literacy instruction being provided by our classroom teachers. With an average proficiency rate of 92.6% in reading for third through fifth grades over the last five years, it is clear that our core instructional design is achieving results.

From a math perspective, significant structural changes in third through fifth grade have allowed us to close a large gender gap and raise achievement across the board. Historically, teachers in these grades shared students with one teacher becoming a content expert in math, science, or social studies. Students then switched between teachers for content area instruction much like a secondary schedule. After careful analysis, we implemented a new schedule whereas all teachers now teach math. This abandonment of a departmentalized approach in math was paired with a focus on small group instructional practices and data driven instruction. Many positive synergies have resulted from this approach and student achievement data has significantly improved. Our average math proficiency rate for third through fifth grade increased from 69.7% five years ago to 83.3% last year, even when factoring in increased rigor through higher cut scores. Another goal of this instructional change was to address a gender gap in fifth grade math achievement. Historically, our fifth grade female students have trailed male students in proficiency rates on the MEAP assessment. This gap was over 30 percentage points in 2011 and has been essentially eliminated (girls scored 2 percentage points higher than boys in 2013). Beyond improved MEAP performance, these structural changes have also resulted in a higher level of teacher collaboration around math instruction and pedagogy, and the implementation of many creative and strategic interventions. Our simple mantra of “teaching math more like reading” has translated into all teachers focusing on developing highly differentiated small group learning experiences so that all students can continue to demonstrate growth.

Our initiatives in math are also paying off through increased science proficiency rates. While the science MEAP only assesses students in fifth grade, our average science proficiency rate has risen from 46.8% five years ago to 66.2% last year ranking us amongst the highest in the state. While we are hesitant to draw definitive conclusions, there is a strong correlation between our work in math and science scores. Students now take a course called Investigations which interweaves math and science instruction by emphasizing hands-on and inquiry based experiences beyond our core math and science curriculum. Teachers create themed activities that allow students to investigate real-world mathematical situations, such as bridge building, that students find highly engaging.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Wealthy Elementary School believes that teaching should be organized and planned based on the immediate learning needs of students. In order to ensure that teachers are equipped with meaningful assessment data to inform their planning, a number of school-wide systems support the collection, analysis, and dissemination of student achievement data. All students are assessed each school year to measure achievement and to discern their instructional needs. Assessment protocols and instruments are determined through a collaborative process involving district Curriculum Review Teams and monitored closely by Curriculum Implementation Teams. The building School Improvement Team and Child Study Team regularly review student data to identify trends, plan for specific adjustments to programming, and most commonly to

respond to the individualized needs of students through the development and implementation of targeted interventions. Previously described changes to our math instructional design are one tangible example of how these processes came together to achieve significant positive change.

To aid in the dissemination and analysis of student achievement data, data is centralized into electronic databases. Both teachers and administrators have access to this information and a separate parent portfolio of student achievement reports is maintained to ensure parents have ongoing access to meaningful information related to their child's progress over time. Currently, all students are administered a Benchmark Assessment in reading twice each school year and common math assessments are used for each unit in the math curriculum. The district administers the Northwest Education Association's Measure of Academic Progress (MAP) assessment twice annually as a universal screener and as a way to monitor student growth. These reports as well as all state standardized assessment data from each MEAP assessment in reading, math, writing, social studies, and science are also maintained in electronic databases and the parent portfolio section of the Skyward Student Information System. Teachers specifically review assessment information with parents at conferences and through report card comments. School-wide data is reviewed through annual presentations to parents and community members and through our Annual Report published on our website. Collectively, these assessments provide significant insight into student academic achievement and progress.

Besides using this information to guide instruction and to meet individual students' needs, this data is reviewed by the School Improvement Team and grade-level teacher teams to guide our School Improvement Plan. Each grade-level team develops at least two annual goals in reading, math, writing, social studies, and science that align to trends in our performance data. Through targeting our weakest areas and ensuring that goals are tightly aligned to data, Wealthy Elementary School strives to continuously improve programs and student outcomes overall.

## Part VI School Support

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### 1. School Climate/Culture

Maintaining a positive school climate and culture are important to teachers at Wealthy Elementary School. The core of this effort is centered around our belief in the Positive Behavior Interventions and Supports (PBIS) framework. This is our sixth year as a PBIS school and we have seen many desirable outcomes from this program.

Our students work throughout the year to meet the expectations of the Wealthy TEAM - taking responsibility, everyone safe, always respectful, and make a difference. These broad values are broken into smaller instructional points and intentionally taught to students in each school environment (e.g. hallways, bathrooms, playground. etc). Students receive positive reinforcement for demonstrating desired behaviors, and we recognize our students for their behavioral and emotional success.

Positive recognition primarily occurs through giving students Team Recognition Cards (TRC) and through our regularly scheduled TEAM celebrations. During these celebrations, one of our expectations is highlighted through a student-centered collaborative activity. We also place special emphasis on taking time to re-teach those students who struggle to meet behavioral and emotional expectations, rather than solely implementing punitive consequences for transgressions. Behavior issues are tracked using an electronic database so that data trends can be studied. Teachers are encouraged to maintain a minimum of a 5:1 positive-to-negative ratio at all times. Teachers count and report the number of TRC cards given monthly as a method of mutual accountability to this goal. Our PBIS Team will frequently sponsor “blitzes” whereby staff focus positive praise on targeted areas (for example safe stairwell behaviors). Finally, “booster” sessions and class meetings are scheduled strategically throughout the year around extended breaks and seasonal needs.

A wide range of extracurricular activities are offered at our school to help supplement the diverse interests and needs of our students. These activities are coordinated and sponsored by both teachers and parents. A number of events are all-inclusive with all students participating as either organizers, presenters, or participants. Examples of such school-wide activities include the Variety Show, school musical, Student Leadership Team, and service learning projects. Students’ academic interests are nurtured through a number of clubs such as: Math Team, Chess Club, Poetry Club, Video Club, Coding Club, and Junior Great books. These clubs foster opportunities for learning outside of the traditional classroom. Some extracurricular offerings focus on healthy lifestyles, exercise, and leadership. Examples include Girls on the Run, Cross-Country Club, Running Club, and the Healthy Wealthy Team.

For many years, our school has developed unique programs to highlight the positive contributions of Dr. Martin Luther King, Jr. and to understand and apply his lessons to our school and community. In recent years, students have developed a portfolio of writing, art, and lessons through our school-wide Dream Keeper activities. In the weeks leading to Dr. Martin Luther King, Jr. Day, students participate in shared activities across grade levels that emphasize the important positive traits that Dr. King possessed. These activities allow our students to share rich experiences that teachers can further extend through their core curriculum. This past year, we interwove our Dream Keeper activities into our month-long celebration of poetry in preparation for an author visit. All students wrote poetry about Dr. King and many read their poems in front of the entire student body. Through these activities, we strive to infuse Dr. King’s lessons throughout the year.

Within our building, teachers are supported in a variety of ways. Each grade-level team has common planning time which allows teachers to collaborate and leverage their individual skills and strengths. Teachers also have the opportunity for leadership roles within our building and are encouraged to bring forward ideas for new initiatives and opportunities for students. These leadership roles allow teachers to share their knowledge and experiences with others during “lunch and learn” opportunities and Professional Learning Communities. New teachers experience a week-long induction into the district and participate in a number of ongoing professional learning activities throughout the year. All new teachers are paired with

a mentor for at least two years who work to support their needs and to ensure that institutional knowledge is systematically transferred. Finally, all staff participate in an off-site, two-day intensive diversity workshop organized through a local college and made up of individuals from all walks of life (not just educators).

## **2. Engaging Families and Community**

At Wealthy Elementary School we value the important role that parents and community play in our school. Each year we strive to create a welcoming and engaging school climate with strong relationships and communication with parents and staff. Classroom teachers use updated web pages as one means to communicate effectively with parents. In addition, the school issues a weekly newsletter that is emailed every Monday with paper copies available for families without technology. At the beginning of each school year, all students are invited to a “Meet and Greet” prior to the start of school. Specific orientation programs are offered for kindergarten and new students. Each new student is assigned a Student Ambassador to ease the transition to a new school and parents experience a New Parent Orientation as well.

Our Cultural Ambassadors committee is made up of parents and staff whose goal is to educate and celebrate the diverse cultural backgrounds of our school families. Each month, fourth and fifth graders are invited to a Cultural Luncheon where a school family presents their customs and traditions. Students are invited to sample food, hear new languages, and gain a better understanding that we are all unique.

As a school, we support our local community in a variety of ways. Each year, our Student Leadership Team works collaboratively with the local nonprofit, Kids’ Food Basket. Our students organize a collection of breakfast supplies and work together to create bundles for this organization to hand out to local children in need. Our school also has a partnership with a local urban elementary school. Throughout the school year we support this school with classroom supplies and used book drives. Wealthy Elementary also has a long-standing partnership with the nearby Clark Retirement Home. Each month, our second grade students walk to the retirement home and bring books and activities to do with the residents. Both the residents and students enjoy this monthly interaction, which has shown to be beneficial for both groups. We also take the time to celebrate the residents of Clark Retirement Home who have served our country. Each Veteran’s Day, we invite the residents over for our school assembly. After the assembly, the veterans are invited to stay for a student-led reception to honor their service. These efforts tie closely to our belief that students must prepare to live in a diverse global community.

Wealthy Elementary’s Parent Teacher Organization (PTO) supports teachers and students through curriculum enhancements and mini-grants. Specific curriculum enhancements exist at each grade level with our annual fourth grade Mackinac Island trip and fifth grade science camp as examples. The Wealthy Wizard Walk is our main fundraiser and allows our community businesses to partner with the PTO and school in order to raise funds to support our students. Local businesses and families are brought in at the culmination of our Wizard Walk for a Family Fun Night. This evening event allows us to highlight those businesses that have supported us, as well as celebrate successful partnerships.

## **3. Professional Development**

Professional Development is a high priority at Wealthy Elementary and allows opportunities for educators to be leaders. District-wide opportunities exist in the fall to prepare teachers for curricular updates, technological tools, and to offer greater depth of learning within core and specialized subjects. Topics for training are communicated by educators to administrators through curriculum committees and School Improvement Teams. Summer learning opportunities are also offered and provide a menu of options which are taught by both local and national educators. This ensures that those who are closest to the students and curriculum are identifying areas of need and gaps in instructional knowledge which can be addressed through strategic training.

In addition to district-wide professional development, Wealthy Elementary has several building-specific trainings which center on topics at the heart of our particular needs as determined by assessment data and

teacher input. Staff often share tools and techniques used in their classrooms, so that colleagues are able to benefit from each other's areas of expertise and interest. With the recent addition of writing curriculum resources, teachers have taken the time to share anchor charts and conferring strategies with one another in order to improve our transition to this model. This culture of sharing knowledge and problem solving as a team is part of what makes Wealthy Elementary successful in meeting the needs of our students.

One area that receives constant and ongoing professional development support is our building's Positive Behavior Interventions and Support (PBIS) team. Wealthy Elementary has a staff member serving as PBIS building coach. Using school-wide behavior data, and reflecting on both individual students and student and environmental trends, our coach meets with counterparts from other buildings across the county to help develop data-driven solutions for school climate concerns. This staff-driven approach nurtures a building-wide support for our PBIS management model.

In addition to these more structured methods of professional development, staff participate in a variety of Professional Learning Communities centered on topics of their choosing including writing and math. Multiple staff members also serve on and attend the Kent Reading Council. This group brings in local and national speakers on topics pertaining to literacy instruction. Additionally, staff seek out specialized and unique training opportunities through national organizations and professional conferences. Overall, our belief in professional development as an essential component to maintaining a vibrant learning community for our students underscores our high achievement.

#### **4. School Leadership**

Our motto, "A Tradition of Excellence", is a commitment, a challenge, and an expectation for all administrators and educators. In order to achieve this, the principal and School Improvement Team members frequently communicate and collaborate to ensure there is shared leadership regarding school initiatives or changes in programming. The principal works closely with the PTO and serves as a liaison between this group and teachers to ensure seamless communication and to leverage resources and opportunities for the benefit of children. Ultimately, the principal strives to create a shared vision amongst all stakeholders.

The School Improvement Team is comprised of grade level and Special Education representatives who use their expertise to help make building decisions. Each representative discusses pertinent topics with colleagues and brings feedback to each meeting. This ensures a constant flow of information throughout the building. Data is reviewed on a regular basis as a means of identifying areas of strength and developing action plans for areas of potential growth. Longitudinal data from state and district assessments as well as building PBIS data allows the School Improvement Team to specifically identify areas of need over time and create supplemental activities and action plans to address those needs. A recent example is the major restructuring of our math instruction and how the School Improvement Team came to consensus around this change after much careful and thoughtful analysis.

Sub-committees of the School Improvement Team meet on an every other month basis to review matters that pertain specifically to either lower elementary or upper elementary needs. Time is provided to allow for cross-grade level discussion of data trends. This type of open communication is a staple of Wealthy Elementary and provides students with the best possible chance for success. Teachers are able to discuss and fill gaps in curricular needs from one grade to the next.

The goal of leadership at Wealthy Elementary is to ensure students are safe and successful and teachers are empowered and equipped to meet the needs of their students.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Math</u>                               | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>3</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

|  |           |           |           |           |           |
|--|-----------|-----------|-----------|-----------|-----------|
| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 84        | 86        | 89        | 73        | 73        |
| Advanced (Level 1)   | 34        | 12        | 28        | 7         | 15        |
| Number of students tested  | 80        | 66        | 71        | 75        | 66        |
| Percent of total students tested   | 99        | 100       | 100       | 100       | 97        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 1         | 0         | 0         | 0         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Number of students tested                                    |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>          |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 84        | 86        | 90        |           |           |
| Advanced (Level 1)   | 34        | 13        | 27        |           |           |
| Number of students tested                                    | 74        | 63        | 67        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The percentage of students taking an alternate assessment exceeds the 2% threshold because of our small grade level sizes. Our resource room served a number of significantly disabled students for several years. These students required alternate assessment as determined by their Individualized Education Plans. No grade level had more than 2 students take an alternate assessment in any given year.

White sub-group data is not available from the State of Michigan in the same format as overall scores for the 2009-2010 and 2010-2011 school years. Rather than report inconsistent data, these have been left blank.

# STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Math</u>                               | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>4</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 84        | 81        | 81        | 64        | 67        |
| Advanced (Level 1)   | 44        | 26        | 15        | 4         | 11        |
| Number of students tested  | 70        | 72        | 78        | 73        | 72        |
| Percent of total students tested   | 100       | 100       | 99        | 97        | 97        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 0         | 1         | 3         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 88        | 80        | 81        |           |           |
| Advanced (Level 1)   | 46        | 26        | 16        |           |           |
| Number of students tested                                    | 65        | 69        | 74        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The percentage of students taking an alternate assessment exceeds the 2% threshold because of our small grade level sizes. Our resource room served a number of significantly disabled students for several years. These students required alternate assessment as determined by their Individualized Education Plans. No grade level had more than 2 students take an alternate assessment in any given year.

White sub-group data is not available from the State of Michigan in the same format as overall scores for the 2009-2010 and 2010-2011 school years. Rather than report inconsistent data, these have been left blank.

**STATE CRITERION--REFERENCED TESTS**

|   |  |
|---|--|
| <b>Subject:</b> <u>Math</u>                               | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>5</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 82        | 84        | 59        | 62        | 69        |
| Advanced (Level 1)   | 26        | 23        | 4         | 7         | 12        |
| Number of students tested  | 74        | 79        | 73        | 76        | 77        |
| Percent of total students tested   | 100       | 99        | 97        | 97        | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 1         | 3         | 3         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 81        | 84        | 61        |           |           |
| Advanced (Level 1)   | 24        | 24        | 5         |           |           |
| Number of students tested                                    | 70        | 75        | 64        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The percentage of students taking an alternate assessment exceeds the 2% threshold because of our small grade level sizes. Our resource room served a number of significantly disabled students for several years. These students required alternate assessment as determined by their Individualized Education Plans. No grade level had more than 2 students take an alternate assessment in any given year.

White sub-group data is not available from the State of Michigan in the same format as overall scores for the 2009-2010 and 2010-2011 school years. Rather than report inconsistent data, these have been left blank.

# STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Reading/ELA</u>                        | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>3</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 86        | 97        | 92        | 88        | 94        |
| Advanced (Level 1)   | 34        | 32        | 38        | 29        | 21        |
| Number of students tested  | 80        | 66        | 71        | 75        | 66        |
| Percent of total students tested   | 99        | 100       | 100       | 100       | 97        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 1         | 0         | 0         | 0         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 86        | 97        | 94        |           |           |
| Advanced (Level 1)   | 35        | 32        | 37        |           |           |
| Number of students tested                                    | 74        | 63        | 67        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

**NOTES:** The percentage of students taking an alternate assessment exceeds the 2% threshold because of our small grade level sizes. Our resource room served a number of significantly disabled students for several years. These students required alternate assessment as determined by their Individualized Education Plans. No grade level had more than 2 students take an alternate assessment in any given year.

White sub-group data is not available from the State of Michigan in the same format as overall scores for the 2009-2010 and 2010-2011 school years. Rather than report inconsistent data, these have been left blank.

# STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Reading/ELA</u>                        | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>4</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 97        | 93        | 95        | 88        | 94        |
| Advanced (Level 1)   | 27        | 18        | 26        | 15        | 32        |
| Number of students tested  | 70        | 71        | 78        | 73        | 72        |
| Percent of total students tested   | 100       | 100       | 99        | 97        | 97        |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 0         | 1         | 3         | 3         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 98        | 93        | 96        |           |           |
| Advanced (Level 1)   | 28        | 18        | 27        |           |           |
| Number of students tested                                    | 65        | 68        | 74        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

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# STATE CRITERION--REFERENCED TESTS

|   |  |
|---|--|
| <b>Subject:</b> <u>Reading/ELA</u>                        | <b>Test:</b> <u>Michigan Educational Assessment Program (MEAP)</u> |
| <b>All Students Tested/Grade:</b> <u>5</u>                | <b>Edition/Publication Year:</b> <u>N/A</u>                        |
| <b>Publisher:</b> <u>Michigan Department of Education</u> |  |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Oct       | Oct       | Oct       | Oct       | Oct       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   | 93        | 92        | 90        | 96        | 95        |
| Advanced (Level 1)   | 49        | 34        | 26        | 41        | 49        |
| Number of students tested  | 74        | 79        | 72        | 76        | 77        |
| Percent of total students tested   | 100       | 99        | 97        | 97        | 100       |
| Number of students tested with alternative assessment                        |           |           |           |           |           |
| % of students tested with alternative assessment                             | 0         | 1         | 3         | 3         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>5. African- American Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>6. Asian Students</b>   |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>7. American Indian or Alaska Native Students</b>                          |           |           |           |           |           |
| Proficient (Level 2) and above   |           |           |           |           |           |

| School Year  | 2013-2014 | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 |
|--|-----------|-----------|-----------|-----------|-----------|
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>9. White Students</b>                                     |           |           |           |           |           |
| Proficient (Level 2) and above                               | 93        | 93        | 92        |           |           |
| Advanced (Level 1)   | 49        | 35        | 29        |           |           |
| Number of students tested                                    | 70        | 75        | 63        |           |           |
| <b>10. Two or More Races identified Students</b>             |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>11. Other 1: Other 1</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>12. Other 2: Other 2</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |
| <b>13. Other 3: Other 3</b>                                  |           |           |           |           |           |
| Proficient (Level 2) and above                               |           |           |           |           |           |
| Advanced (Level 1)   |           |           |           |           |           |
| Number of students tested                                    |           |           |           |           |           |

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